



October 2007

DEPARTMENT OF EDUCATION
2006–2007 School Year Reports

Dear School Board Members and School Personnel:

The Maine Comprehensive Assessment System is the State's measure of student progress in achieving the State standards, known as *Learning Results*, adopted by the Maine Legislature in 1997. The Maine Educational Assessment (MEA) is administered in grades 3 through 8 to meet these state assessment requirements. Since the spring of 2006, the SAT Reasoning Test™ (SAT) has been administered to students in their third year of high school in place of the MEA for state and federal purposes. The move from the MEA to the SAT in grade 11 was made to encourage all students in the goal of attaining college and high-level workplace readiness as well as to measure achievement. This year, the mathematics portion of the SAT Reasoning Test™ was augmented with 18 additional mathematics items (the Math-A test) to more fully measure Maine's *Learning Results*. The combined tests form the Maine High School Assessment (MHSA).

Due to the inclusion of the additional items in mathematics, it was necessary to set new achievement level standards for that discipline this year. The new achievement level standards are the result of a comprehensive process informed by Maine teachers and reviewed by advisory committees. The achievement level standards were not changed for the Critical Reading and Writing sections of the MHSA.

These 2006-2007 Maine High School Assessment Summary Reports contain the results of student performance on the SAT in critical reading, mathematics, and writing reported according to the achievement standards described above and disaggregated by student and school characteristics. This report, together with individual student and subject-specific student roster reports, provides support for use in program evaluation and planning. All scores contained in these reports are included for Maine state and federal reporting purposes only. While scores for many students may also be used for college admission, they may not be used for that purpose if a student received accommodations during the test administration that exceeded those made available by the College Board.

These results reflect scores based on SAT and Math-A test questions that were taken by over 15,000 students who were enrolled in their third year of high school across all Maine public schools. The SAT Reasoning Test™ employs a design that requires students to create a written response to a writing prompt, generate answers to open-ended mathematics questions, and select answers to multiple-choice questions. More information about the design, history, and use of the SAT can be found at: http://www.maine.gov/education/sat_initiative/.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and graduate from any Maine high school prepared for college, career, and citizenship.

Sincerely,

Susan A. Gendron
Commissioner of Education



High School Report

Test Date: May 2007
ID: 11551404
District: South Portland School Dept
School: South Portland High School

Contents of the Report

The report is divided into five main sections including a section describing the students tested and a separate section for the results in each content area.

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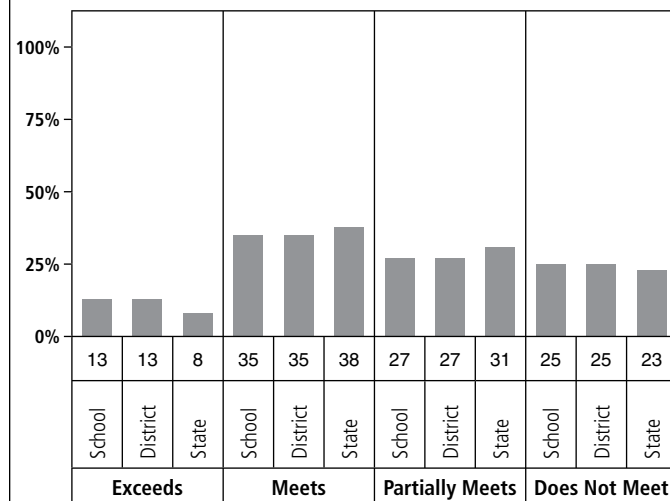
SUMMARY OF SCORES

Date: May 2007
District: South Portland School Dept
School: South Portland High School

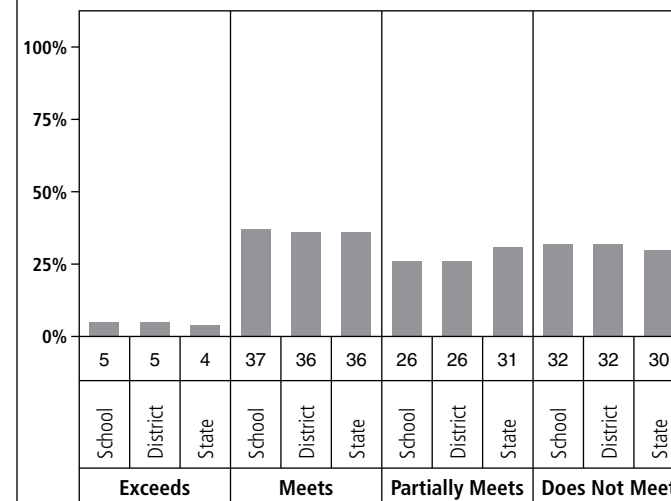
Summary of School, District, and State Scores

Year	Average Scaled Score		
	School	District	State
Critical Reading 2006–2007	1142	1141	1141
Mathematics 2006–2007	1141	1141	1140
Writing 2006–2007	1142	1142	1141

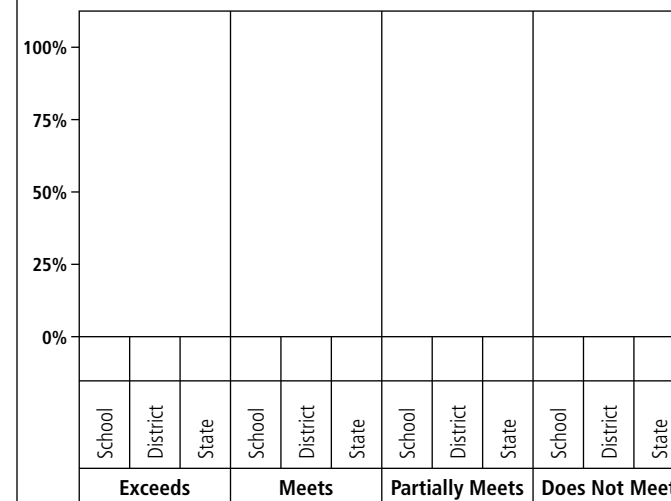
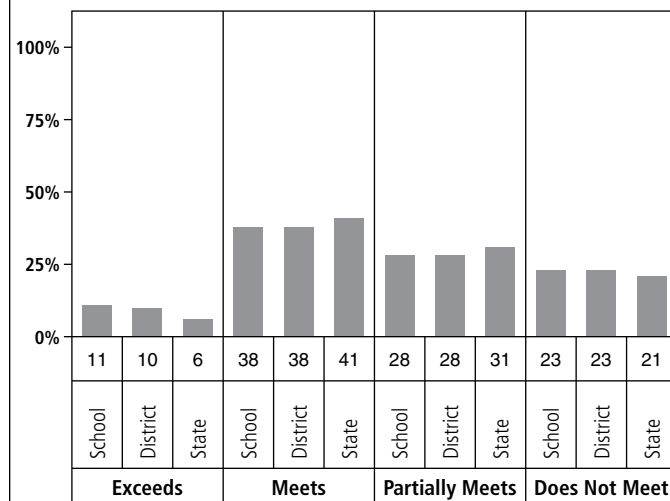
CRITICAL READING



MATHEMATICS



WRITING



SUMMARY OF STUDENT PARTICIPATION

Date: May 2007
District: South Portland School Dept
School: South Portland High School

CATEGORY OF PARTICIPATION		Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																											
								Critical Reading						Mathematics						Writing															
		School		District		State		School		District		State		School		District		State		School		District		State		School		District		State					
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%				
Total number of students		229	100	231	100	16094	100	216	94	218	94	15236	95	223	97	225	97	15599	97	213	93	215	93	15229	95										
Ethnicity	African American	8	3	8	3	333	2	7	88	7	88	295	89	7	88	7	88	308	92	7	88	7	88	294	88										
	American Indian/Native Alaskan	0	0	0	0	91	1	0	0	0	0	81	89	0	0	0	0	84	92	0	0	0	0	81	89										
	Asian/Pacific Islander	16	7	16	7	226	1	15	94	15	94	196	87	12	75	12	75	204	90	12	75	12	75	193	85										
	Hispanic	5	2	5	2	140	1	4	80	4	80	124	89	5	100	5	100	130	93	4	80	4	80	124	89										
	White	200	87	202	87	15304	95	190	95	192	95	14540	95	199	100	201	100	14873	97	190	95	192	95	14537	95										
	Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0										
Identified disability		33	14	35	15	2351	15	31	94	33	94	2047	87	32	97	34	97	2169	93	31	94	33	94	2044	87										
Current LEP		16	7	16	7	285	2	13	81	13	81	237	83	11	69	11	69	250	88	10	63	10	63	233	82										
Economically disadvantaged		61	27	62	27	3924	24	59	97	60	97	3561	91	57	93	58	94	3702	94	56	92	57	92	3558	91										
Migrant		0	0	0	0	1	0	0	0	0	0	1	100	0	0	0	0	1	100	0	0	0	0	1	100										

MODE OF PARTICIPATION ³	Critical Reading						Mathematics						Writing											
	School		District		State		School		District		State		School		District		State		School		District		State	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Participation without accommodations	177	77	177	77	13484	84	187	82	187	81	13851	86	177	77	177	77	13484	84						
Identified disability (PET/IEP)	12	7	12	7	743	6	13	7	13	7	865	6	12	7	12	7	743	6						
LEP	1	1	1	1	187	1	2	1	2	1	204	1	1	1	1	1	187	1						
504 plan	0	0	0	0	2	0	0	0	0	0	3	0	0	0	0	0	2	0						
Participation with accommodations	32	14	33	14	1570	10	32	14	33	14	1569	10	32	14	33	14	1570	10						
Identified disability (PET/IEP)	15	47	16	48	1127	72	15	47	16	48	1126	72	15	47	16	48	1127	72						
LEP	9	28	9	27	46	3	9	28	9	27	46	3	9	28	9	27	46	3						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Other	8	25	8	24	407	26	8	25	8	24	407	26	8	25	8	24	407	26						
Participation through alternate assessment (PAAP)	4	2	5	2	178	1	4	2	5	2	179	1	4	2	5	2	175	1						
Identified disability (PET/IEP)	4	100	5	100	177	99	4	100	5	100	178	99	4	100	5	100	174	99						
LEP	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	3	1	3	1	4	0																		
Approved non-participation – special consideration	0	0	0	0	14	0	0	0	0	0	14	0	0	0	0	0	14	0						
Non-participation – other	13	6	13	6	844	5	6	3	6	3	481	3	16	7	16	7	851	5						

¹ Percents are the percentage of students enrolled in each participation category.

² Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³ Percents are the percentage of students in each content area by mode.

CRITICAL READING RESULTS

Date: May 2007
District: South Portland School Dept
School: South Portland High School

ACHIEVEMENT LEVELS: Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the reading standards for achieving Maine's *Learning Results*.

Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within reading at the grade level assessed. Evidence includes responses to multiple-choice items in an "on demand" setting.

		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	N	%
Exceeds the Standards – The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by applying a variety of reasoning skills and prior knowledge as the student draws in-depth inferences, analyzes texts for subtle clues, synthesizes information across texts, and uses knowledge of text structures and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 1161-1180)	2005-2006	20	9	20	9	1079	7
	2006-2007	27	13	27	13	1168	8
	Cum. Avg.	24	11	24	11	1124	7
Meets the Standards – The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by applying a variety of reasoning skills and prior knowledge as the student draws inferences, identifies summary statements, connects ideas within and across texts, and uses knowledge of text structures and literary devices to increase comprehension. (scaled score 1141-1160)	2005-2006	78	35	79	34	5697	38
	2006-2007	74	35	74	35	5714	38
	Cum. Avg.	76	35	77	35	5706	38
Partially Meets the Standards – The student's work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student's ability to use a variety of reasoning skills and prior knowledge varies depending on the texts as s/he draws inferences, identifies summary statements, connects ideas within and across texts, and uses knowledge of text structures and literary devices to support comprehension. (scaled score 1129-1140)	2005-2006	70	31	72	31	4772	32
	2006-2007	56	27	57	27	4728	31
	Cum. Avg.	63	29	65	29	4750	31
Does Not Meet the Standards – The student's work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student's responses are often incorrect leaving the impression that the student found it difficult to use a variety of reasoning skills and prior knowledge as s/he draws inferences, identifies summary statements, connects ideas within and across texts, or uses knowledge of text structures and literary devices to support comprehension. (scaled score 1100-1128)	2005-2006	58	26	59	26	3595	24
	2006-2007	52	25	52	25	3444	23
	Cum. Avg.	55	25	56	25	3520	23

CRITICAL READING RESULTS BY REPORTING SUBGROUPS

Date: May 2007
District: South Portland School Dept
School: South Portland High School

REPORTING CATEGORIES	School										District						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	209	27	13	74	35	56	27	52	25	1142	210	13	35	27	25	1141	15054	8	38	31	23	1141
Ethnicity																						
African American	7	0	0	1	14	0	0	6	86	1123	7	0	14	0	86	1123	290	2	21	26	52	1131
American Indian/Native Alaskan	0										0						78	4	28	33	35	1135
Asian/Pacific Islander	12	1	8	2	17	3	25	6	50	1134	12	8	17	25	50	1134	193	7	33	34	26	1139
Hispanic	4										4						123	6	28	34	33	1137
White	186	25	13	70	38	53	28	38	20	1143	187	13	37	29	20	1143	14370	8	39	31	22	1141
Not Reported	0										0						0					
Identified disability																						
Yes	27	0	0	4	15	8	30	15	56	1127	28	0	14	32	54	1127	1870	1	10	26	63	1127
No	182	27	15	70	38	48	26	37	20	1144	182	15	38	26	20	1144	13184	9	42	32	17	1142
Limited English proficient students																						
Current LEP in first year	0										0						7	0	0	0	100	1122
Current LEP beyond first year	10	0	0	0	0	2	20	8	80	1121	10	0	0	20	80	1121	226	1	10	25	64	1127
Economically disadvantaged																						
Yes	55	3	5	10	18	19	35	23	42	1133	56	5	18	36	41	1133	3464	3	25	34	37	1134
No	154	24	16	64	42	37	24	29	19	1145	154	16	42	24	19	1145	11590	9	42	31	19	1142
Migrant																						
Yes	0										0						1					
No	209	27	13	74	35	56	27	52	25	1142	210	13	35	27	25	1141	15053	8	38	31	23	1141
Gender																						
Female	95	14	15	32	34	30	32	19	20	1143	95	15	34	32	20	1143	7401	8	40	33	19	1142
Male	114	13	11	42	37	26	23	33	29	1140	115	11	37	23	29	1140	7653	8	36	29	27	1140
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						68	1	21	32	46	1131
No	209	27	13	74	35	56	27	52	25	1142	210	13	35	27	25	1141	14986	8	38	31	23	1141
Gifted/talented program																						
Yes	0										0						1					
No	209	27	13	74	35	56	27	52	25	1142	210	13	35	27	25	1141	15053	8	38	31	23	1141

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

Date: May 2007
District: South Portland School Dept
School: South Portland High School

ACHIEVEMENT LEVELS: Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the mathematics standards for achieving Maine's *Learning Results*. Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within mathematics at the grade level assessed. Evidence includes responses to a combination of multiple-choice items and items requiring student-created responses in an "on demand" setting.

		STUDENTS AT EACH ACHIEVEMENT LEVEL *					
		School		District		State	
		N	%	N	%	N	%
Exceeds the Standards – The student's work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student's responses demonstrate the ability to synthesize information, analyze and solve difficult or unfamiliar problems, and apply complex concepts. (scaled score 1161-1180)	2006-2007	12	5	12	5	578	4
Meets the Standards – The student's work demonstrates an understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student's responses demonstrate the ability to reason, analyze and solve problems, and apply concepts. (scaled score 1141-1160)	2006-2007	80	37	80	36	5481	36
Partially Meets the Standards – The student's work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student's responses demonstrate some ability to analyze and solve problems and apply concepts. (scaled score 1133-1140)	2006-2007	58	26	58	26	4754	31
Does Not Meet the Standards – The student's work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student's responses demonstrate minimal ability to solve problems and apply concepts. (scaled score 1100-1132)	2006-2007	69	32	70	32	4607	30

*Standards were reset for mathematics in 2007 so historical data are not available.

MATHEMATICS RESULTS BY REPORTING SUBGROUPS

Date: May 2007
District: South Portland School Dept
School: South Portland High School

REPORTING CATEGORIES	School										District						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	219	12	5	80	37	58	26	69	32	1141	220	5	36	26	32	1141	15420	4	36	31	30	1140
Ethnicity																						
African American	7	0	0	1	14	3	43	3	43	1134	7	0	14	43	43	1134	304	1	13	27	59	1133
American Indian/Native Alaskan	0										0						81	2	16	42	40	1137
Asian/Pacific Islander	12	2	17	2	17	4	33	4	33	1143	12	17	17	33	33	1143	204	6	40	25	29	1142
Hispanic	5	0	0	2	40	0	0	3	60	1136	5	0	40	0	60	1136	129	3	29	25	43	1138
White	195	10	5	75	38	51	26	59	30	1141	196	5	38	26	31	1141	14702	4	36	31	29	1141
Not Reported	0										0						0					
Identified disability																						
Yes	28	0	0	1	4	7	25	20	71	1131	29	0	3	24	72	1131	1991	0	6	18	75	1131
No	191	12	6	79	41	51	27	49	26	1142	191	6	41	27	26	1142	13429	4	40	33	23	1142
Limited English proficient students																						
Current LEP in first year	0										0						7	0	0	0	100	1125
Current LEP beyond first year	11	0	0	0	0	4	36	7	64	1131	11	0	0	36	64	1131	243	2	14	19	65	1133
Economically disadvantaged																						
Yes	56	1	2	10	18	19	34	26	46	1136	57	2	18	33	47	1136	3606	1	20	31	48	1136
No	163	11	7	70	43	39	24	43	26	1142	163	7	43	24	26	1142	11814	5	40	31	24	1142
Migrant																						
Yes	0										0						1					
No	219	12	5	80	37	58	26	69	32	1141	220	5	36	26	32	1141	15419	4	36	31	30	1140
Gender																						
Female	100	4	4	40	40	28	28	28	28	1141	100	4	40	28	28	1141	7566	3	35	33	29	1140
Male	119	8	7	40	34	30	25	41	34	1140	120	7	33	25	35	1140	7854	5	36	29	31	1141
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						73	0	14	26	60	1134
No	219	12	5	80	37	58	26	69	32	1141	220	5	36	26	32	1141	15347	4	36	31	30	1140
Gifted/talented program																						
Yes	0										0						1					
No	219	12	5	80	37	58	26	69	32	1141	220	5	36	26	32	1141	15419	4	36	31	30	1140

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

WRITING RESULTS

Date: May 2007
District: South Portland School Dept
School: South Portland High School

ACHIEVEMENT LEVELS: Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the writing standards for achieving Maine's *Learning Results*.

Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within writing at the grade level assessed. Evidence includes responses to a combination of multiple-choice items and items requiring student-created responses in an "on demand" setting.

		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	N	%
Exceeds the Standards – The student's responses demonstrate skillful ability to select clear, precise sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity, precision and overall effectiveness of a passage. The student's essay demonstrates an effectively developed and insightful point of view on the issue and outstanding critical thinking, with clearly appropriate examples, reasons, and other evidence to support a position. The essay is well-organized and clearly focused, demonstrating clear coherence and smooth progression of ideas and free of most errors in grammar, usage, and mechanics. (scaled score 1161-1180)	2005-2006	22	10	22	10	952	6
	2006-2007	22	11	22	10	937	6
	Cum. Avg.	22	10	22	10	945	6
Meets the Standards – The student's responses demonstrate ability to select clear sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity and overall effectiveness of a passage. The student's essay demonstrates an effectively developed point of view on the issue and strong critical thinking, with generally appropriate examples, reasons, and other evidence to support a position. The essay is well-organized and focused, demonstrating coherence and progression of ideas and generally free of most errors in grammar, usage, and mechanics. (scaled score 1141-1160)	2005-2006	93	41	93	40	6055	40
	2006-2007	80	38	80	38	6167	41
	Cum. Avg.	87	40	87	39	6111	40
Partially Meets the Standards – The student's responses demonstrate inconsistent ability to select clear sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity and overall effectiveness of a passage. The student's essay demonstrates a developed point of view on the issue and some critical thinking, but may do so inconsistently or with inadequate examples, reasons, or other evidence to support a position. The essay is generally organized and focused, but may demonstrate some lapses in coherence or progression of ideas and may contain errors in grammar, usage, and mechanics. (scaled score 1129-1140)	2005-2006	63	28	65	28	4916	32
	2006-2007	59	28	59	28	4723	31
	Cum. Avg.	61	28	62	28	4820	32
Does Not Meet the Standards – The student's responses demonstrate limited ability to select clear sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity and overall effectiveness of a passage. The student's essay demonstrates a vague or seriously limited point of view on the issues and weak critical thinking, with inappropriate or insufficient examples, reasons, or other evidence to support a position. The essay is poorly organized and/or focused and may contain an accumulation of errors in grammar, usage, and mechanics that interfere with understanding the message of the essay. (scaled score 1100-1128)	2005-2006	48	21	50	22	3221	21
	2006-2007	48	23	49	23	3227	21
	Cum. Avg.	48	22	50	23	3224	21

WRITING RESULTS BY REPORTING SUBGROUPS

Date: May 2007
District: South Portland School Dept
School: South Portland High School

REPORTING CATEGORIES	School										District						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	209	22	11	80	38	59	28	48	23	1142	210	10	38	28	23	1142	15054	6	41	31	21	1141
Ethnicity																						
African American	7	0	0	1	14	0	0	6	86	1122	7	0	14	0	86	1122	290	1	21	31	47	1132
American Indian/Native Alaskan	0										0						78	4	29	37	29	1136
Asian/Pacific Islander	12	1	8	3	25	2	17	6	50	1135	12	8	25	17	50	1135	193	6	31	35	28	1138
Hispanic	4										4						123	4	30	33	33	1137
White	186	20	11	75	40	57	31	34	18	1143	187	11	40	30	19	1143	14370	6	42	31	21	1141
Not Reported	0										0						0					
Identified disability																						
Yes	27	0	0	2	7	11	41	14	52	1128	28	0	7	39	54	1128	1870	0	8	27	65	1127
No	182	22	12	78	43	48	26	34	19	1144	182	12	43	26	19	1144	13184	7	46	32	15	1143
Limited English proficient students																						
Current LEP in first year	0										0						7	0	0	0	100	1117
Current LEP beyond first year	10	0	0	0	0	1	10	9	90	1121	10	0	0	10	90	1121	226	1	10	25	63	1128
Economically disadvantaged																						
Yes	55	2	4	9	16	16	29	28	51	1132	56	4	16	29	52	1132	3464	2	26	36	37	1134
No	154	20	13	71	46	43	28	20	13	1146	154	13	46	28	13	1146	11590	8	45	30	17	1143
Migrant																						
Yes	0										0						1					
No	209	22	11	80	38	59	28	48	23	1142	210	10	38	28	23	1142	15053	6	41	31	21	1141
Gender																						
Female	95	14	15	40	42	26	27	15	16	1145	95	15	42	27	16	1145	7401	7	46	31	15	1143
Male	114	8	7	40	35	33	29	33	29	1140	115	7	35	29	30	1139	7653	5	36	32	28	1138
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						68	0	15	43	43	1131
No	209	22	11	80	38	59	28	48	23	1142	210	10	38	28	23	1142	14986	6	41	31	21	1141
Gifted/talented program																						
Yes	0										0						1					
No	209	22	11	80	38	59	28	48	23	1142	210	10	38	28	23	1142	15053	6	41	31	21	1141

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number